



*Promotes Student Learning,  
Expects Excellence, and  
Celebrates Achievement*

## **REGISTRATION GUIDE**

**2015 – 2016**



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It is the policy of Roswell High School and the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program or any other program, activity, or service.

**ROSWELL HIGH SCHOOL**

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Dear Parents and Students:

Welcome to the registration process for the 2015 - 2016 school year. The following pages contain information regarding courses of study, graduation requirements, and course offerings\* and descriptions. Teachers in core subjects will make recommendations for next year's courses based on the student's performance in the teacher's class this school year. Please review the information as a family and make the selections that are most appropriate for your educational goals. We encourage students to select courses that are rigorous and challenging, but caution against the selection of coursework that may become overwhelming or unmanageable. AP/Honors waivers will be required to override teacher recommendations in instances when a student has not met the FCS Placement Guideline requirements. Choose carefully and think about your future.

Our counseling staff is available to answer questions and to provide additional guidance on the selection of the appropriate curriculum path. Please send your registration questions to [askroswellcounselors@gmail.com](mailto:askroswellcounselors@gmail.com) between February 17 and April 3. We look forward to serving you and to another outstanding school year.

Sincerely,  
Jerome Huff

\*We make every effort to build a master schedule that accommodates all students' requests. In order to maximize staffing allocations, there must be adequate demand for a course to be taught during a given school year. In instances where course demand is inadequate and a course does not make, we attempt to honor the alternate course request.

# 2015-2016 Registration Timeline *Revised 2/6/2015*

**February 10 - 12**

## **Core Subject Recommendations**

English, mathematics, social studies, science, and world language teachers will make placement recommendations for their current students online through the Teacher Access Center.

**February 19**

## **AP/Honors/Dual Enrollment Info Night – 6:30 p.m. in Gym**

Students (and parents) interested in taking an AP or honors course should attend this informational evening event. Course requirements will be discussed. College representatives will attend to share information about Dual Enrollment options.

*[Parents of rising 9<sup>th</sup> grade students from Crabapple MS and Elkins Pointe MS are welcome to bring their registration materials with any questions.]*

**February 20 – 25**

## **Selection of Electives and Alternates**

Students will receive registration instructions during advisement on February 20. Completed registration forms are due on Wednesday, February 25 to students' advisement teachers.

During this period, AP/Honors Waiver forms will be available in both the counseling office and main office. Any student wishing to take an AP or honors level course who does not meet FCS placement guidelines must complete this form and submit it with their completed registration form.

**Week of March 9**

## **1<sup>st</sup> Verification Form Distributed**

During advisement, students will receive a course verification form that lists their core subject area course requests as well as electives. At this time, students may make changes. All students should submit their verification form with parent/guardian signature even if no changes are requested.

## **1<sup>st</sup> Verification Form Turned In**

During advisement, students will turn in the following items:

1. Verification forms
2. Waiver forms to override teacher recommendation if student does not meet FCS Placement Guideline requirements

**Week of April 27**

## **2<sup>nd</sup> Verification Form Distributed**

During homeroom, students will receive a 2<sup>nd</sup> course verification form that lists all of their requests (core courses and electives). Students will have a final opportunity to make changes to their requests on this form.

## **2<sup>nd</sup> Verification Form Turned In**

During first period, students will turn in their 2<sup>nd</sup> verification form **only if there are changes**. This form should include any changes the student would like to make to his/her requests before his/her final schedule is created.

**May 30**

## **Course Change Deadline**

# Placement Recommendations for Entering 9<sup>th</sup> Grade Students

## ENGLISH/LANGUAGE ARTS

Ninth grade students may take either on-level 9<sup>th</sup> Lit or 9<sup>th</sup> Lit Honors.

9<sup>th</sup> Grade Lit Honors is an accelerated, college preparatory course aligned with Advanced Placement course objectives at the 11<sup>th</sup> and 12<sup>th</sup> grade levels. Typically students who score in the 86<sup>th</sup> percentile in reading and have the recommendation of their 8<sup>th</sup> grade Language Arts teacher perform well in 9<sup>th</sup> Lit Honors.

Honors English students grasp the story between the lines of the plot. Analyzing subtext and applying the principles of literary devices to a writer's style are essential abilities for these students. Having an appreciation for, if not a love of, reading is a definite advantage. Students who regularly read on their own, outside of school, are the best candidates for the Honors English program. A key to their success is an eager desire to discover their own intellectual voice.

Students work on more than one task at a time: reading stories for daily discussion, reading a novel for future discussion, and writing an academic, analytical paper for assessment of previous reading. They combine these overlapping projects with weekly vocabulary and grammar instruction.

Honors English students should be eager to work hard and fairly independently. They should be curious about literature and writing. They should be able to discuss and to support ideas, to manage their time and materials, and to build upon an existing, solid base in vocabulary, grammar, and writing.

Compositions typically consist of three to five typed pages. Students write these papers independently, outside of class, and the final product should reflect mature thought, correct grammar, and developed style. Most papers are literary analysis; this course is not a creative writing course. Students write a four- to five-page investigative research paper using a minimum of four sources.

Regular 9<sup>th</sup> Grade English is a college preparatory course. Since 90% of RHS graduating seniors go to two- or four-year post-secondary schools, the English department is committed to meeting the needs of the community by preparing regular English students for college. These students attend and are successful at a wide range of colleges and universities across the country. They report that they are well prepared for the rigors of a college English course. Their college instructors often comment on their preparation and strengths.

Departmental standards of cumulative vocabulary and grammar quizzes, higher-level questions and essays on unit assessments, and consistent expectations for compositions provide productive vertical movement from ninth to twelfth grade. Teachers of team taught regular English classes hold students to the same standards as those to which students of other English classes are held. All classes are college preparatory.

Instruction in regular English tends to be more linear. For example, students read a novel outside of class for classroom discussion. They have reading check quizzes over the homework prior to class discussion. The novel unit usually concludes with a major test and/or a major composition. Once the novel unit is concluded, the teacher introduces another unit that might include a selection of short stories, a collection of poems, or a specific type of composition. Vocabulary and grammar are part of each unit. Teachers gear instruction toward introducing and guiding students' skill development. Following assessments, teachers might re-teach objectives that students have not mastered. Classroom instruction provides practice and opportunities for re-teaching and review. Students whose work ethic and performance indicate academic misplacement can move to an honors English class for the next school year.

# Placement Recommendations for Entering 9<sup>th</sup> Grade Students

## MATHEMATICS

Ninth grade students may follow one of several paths in mathematics. Effective fall 2012, Fulton County implemented the Common Core Georgia Performance Standards (CCGPS) curriculum. Refer to the chart below for the most common possible pathways for incoming 9<sup>th</sup> grade students.

### Mathematics Course Progression

8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Math 8	CCGPS Coordinate Algebra <u>and</u> Support	CCGPS Analytic Geometry <u>and</u> Support	CCGPS Advanced Algebra	Advanced Math Decision Making <u>or</u> CCGPS Pre-Calculus
Math 8	CCGPS Coordinate Algebra	CCGPS Analytic Geometry	CCGPS Advanced Algebra	CCGPS Pre-Calculus <u>or</u> Advanced Math Decision Making <u>or</u> Gwinnett Tech College Algebra/ College PreCalculus
Advanced Math 8	CCGPS Accelerated Coordinate Algebra/Analytic Geometry A	CCGPS Accelerated Analytic Geometry B/ Advanced Algebra	CCGPS Accelerated Pre-Calculus Honors	AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics <u>or</u> Gwinnett Tech College Calculus/ College Statistics
CCGPS Coordinate Algebra Honors	CCGPS Analytic Geometry Honors	CCGPS Advanced Algebra Honors	CCGPS Accelerated Pre-Calculus Honors	AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics <u>or</u> Gwinnett Tech College Calculus/ College Statistics
CCGPS Accelerated Coordinate Algebra/Analytic Geometry A	CCGPS Accelerated Analytic Geometry B/ Advanced Algebra	CCGPS Accelerated Pre-Calculus Honors	AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics	GA Tech Calculus* <u>or</u> AP Statistics  *Successful completion of AP Calculus does not guarantee enrollment.

For more information regarding the mathematics curriculum, please visit <http://www.georgiastandards.org>.

# Placement Recommendations for Entering 9<sup>th</sup> Grade Students

## SCIENCE

The placement options most common for incoming 9<sup>th</sup> graders are Biology or Biology Honors. However, the Earth Systems option is in place for those students who would benefit from more support in Science.

The honors biology class is designed to explore biology at a more advanced level than on-level biology. Students will participate in rigorous laboratory activities that will require them to develop higher-order reasoning abilities. The book is used only to supply the students with a base of knowledge that the teacher supplements with the latest research and conceptual knowledge available. Students must be able to read and comprehend information in the text and then apply what they have learned in class.

The honors class moves at a faster pace than on-level biology does as it covers more material within each unit. While there is some written homework in honors biology, students are responsible for studying and reading outside the classroom. Excellent study skills are a must for success. The honors students must be motivated and eager to learn.

In addition, students will complete a biology research unit. This unit will include a literature review on a biology topic that might lead to a science fair project. Participation in science fair is optional but encouraged – especially for students interested in the Governor’s Honors Program.

Although honors biology is a more rigorous course than on-level biology, the science department feels confident that either course prepares the students to be successful in college. Students interested in pursuing a science-related career should consider taking honors-level science courses.

Refer to the chart below for the most common possible pathways for incoming 9<sup>th</sup> grade students.

8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Sci/ Phys World	Earth Systems for 9 <sup>th</sup> graders (by teacher recommendation)	Biology <u>or</u> Physical Science	Biology <u>or</u> Physical Science <u>or</u> Chemistry	Environmental Science <u>or</u> Human Anatomy <u>or</u> Human Anatomy Honors <u>or</u> Astronomy
Sci/ Phys World	Biology	Chemistry <u>or</u> Physical Science	Physics <u>or</u> Chemistry <u>or</u> Earth Systems	Environmental Science <u>or</u> Earth Systems <u>or</u> Human Anatomy <u>or</u> Human Anatomy H <u>or</u> Astronomy <u>or</u> AP Environmental
Sci/ Phys World	Biology <u>or</u> Biology Honors	Chemistry <u>or</u> Chemistry Honors	Physics <u>or</u> AP Physics 1 <u>or</u> AP Physics C <u>or</u> AP Chemistry <u>or</u> AP Biology	AP Physics [1,2, or C] <u>or</u> AP Chemistry <u>or</u> AP Biology <u>or</u> AP Environmental <u>or</u> Environmental Science <u>or</u> Earth Systems <u>or</u> Human Anatomy <u>or</u> Human Anatomy H <u>or</u> Astronomy

# Placement Recommendations for Entering 9<sup>th</sup> Grade Students

## **SOCIAL STUDIES**

American Govt/Civics is moved to the 12<sup>th</sup> grade year. Most 9<sup>th</sup> graders will not take Social Studies. The exception will be those 9<sup>th</sup> graders taking AP Government and Politics and/or AP Human Geography. See the course catalog for a description of pre-requisite guidelines for these courses.

## **WORLD LANGUAGES**

The honors world language student is highly motivated with aspirations of continuing study beyond the third year course. The level II honors courses are in-depth studies of all level II topics. The honors courses move at an accelerated pace, utilizing higher-level thinking skills. They emphasize oral production and are conducted almost exclusively in the target language. Strong emphasis is given to continued development of reading, writing, and listening comprehension skills. There are additional reading selections specific to level II honors courses. Excellent study skills are a must for success. Teachers recommend students for honors level based on a combination of factors, including class performance (90+ average), motivation/interest, and work ethic.

# Graduation Requirements

<b>Language Arts</b>	<b>4 units</b>
9 <sup>th</sup> Grade English	1
10 <sup>th</sup> Grade English	1
11 <sup>th</sup> Grade American Literature OR AP Language & Composition	1
12 <sup>th</sup> Grade English	1
World Lit AND Multi-Cultural Lit or English (British) Lit <u>OR</u> AP Literature & Composition <u>OR</u> College English	
<b>Mathematics</b>	<b>4 units</b>
CCGPS Coordinate Algebra	1
CCGPS Analytic Geometry	1
CCGPS Advanced Algebra	1
4 <sup>th</sup> year math course	1
CCGPS Pre-Calculus <u>OR</u> Advanced Math Decision Making <u>OR</u> AP Calculus <u>OR</u> AP Statistics (w/Pre-Calc completion) <u>OR</u> College Algebra/Precalculus	
<b>Science</b>	<b>4 units</b>
Biology	1
Physical Science or Physics	1
Chemistry, Environmental Science, Earth Systems, or an AP Science class	1
Additional Science course	1
<b>Social Studies</b>	<b>3 units</b>
World History	1
U.S. History	1
American Government	½
Economics	½
<b>Health and Physical Education</b>	<b>1 unit</b>
General Health	½
Personal Fitness	½
<b>Fine Arts/Career Tech/World Language*</b>	<b>3 units</b>
*Students can take any combination of courses from the 3 areas listed above. If students are planning to enter or transfer to a University System of Georgia institution or any other post-secondary institution, they must take a minimum of two units of the same World Language.	
<b>Electives</b>	<b>4 units</b>
<b>Total required</b>	<b>23 units</b>

## Roswell High School Career Pathways

**Career Tech** – should include (3) distinct HS course codes in the discipline

Architectural Drawing and Design	ADDP
Broadcast/Video Production	BVPP
Construction	CP
Engineering and Technology	ENP
Food & Nutrition	NFSP
JROTC - Army	ARMYP
Personal Care Services - Cosmetology	PCSCP
Small Business Development	SBDP
Web & Digital Communications	WDP

**Advanced Academic** – should include (4) distinct HS course codes in the discipline with at least one AP or post-secondary course code *AND* (2) sequential courses in a world language

Mathematics	AAMP
ELA	AAELA
Science	AASP
Social Studies	AASSP

**Fine Arts** –

MIP/MVP: should include (3) distinct HS course codes in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher

TAP: should include (3) distinct HS course codes in theatre arts with at least one course at level 2 or higher

V2DP: should include (3) distinct HS course codes in Draw/Paint, Photo, Graphics and/or AP Drawing and/or AP 2D Design with at least one course at level 2 or higher

V3DP: should include (3) distinct HS course codes in Ceramics, Sculpture, Jewelry and/or AP Drawing and/or AP 3D Design with at least one course at level 2 or higher

Music Performance Instrumental	MIP
Music Performance Vocal	MVP
Theatre Arts	TAP
Visual Arts 2D	V2DP
Visual Arts 3D	V3DP

**Journalism** – should include a minimum of (3) distinct HS course codes in the publication and/or Photo I-III and/or Graphics I-IV with at least one course at level 2 or higher

Journalism Newspaper	JNP
Journalism Annual	JAP
Journalism Literary Magazine	JMP

**World Languages** – should include (3) distinct HS course codes *OR* (2) distinct HS course codes plus AP

French	FREP
German	GERP
Japanese	JAPP
Latin	LATP
Spanish	SPAP

## ART

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Introduction to Art</b> (prerequisite for ALL other art courses)	50.0211001	0.5	9-12	None	This semester long introductory course establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. There are no required prerequisites for this course.
<b>Ceramics 1</b> <b>Ceramics 2</b> <b>Ceramics 3*</b> <b>Ceramics 4*</b> *pre AP	50.0411001 50.0412001 50.0413001 50.0414001	0.5 0.5 0.5 0.5	9-12 10-12 10-12 11-12	Introduction to Art Ceramics 1 Ceramics 2 Ceramics 3	<p><b>Ceramics 1</b> is an introductory course in ceramics covering the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.</p> <p><b>Ceramics 2</b> provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.</p> <p><b>Ceramics 3</b> is an advanced course providing in-depth work with clay. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p> <p><b>Ceramics 4</b> provides in-depth work with clay. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p>
<b>Graphics 1</b> <b>Graphics 2</b> <b>Graphics 3</b> <b>Graphics 4</b>	50.0721001 50.0722001 50.0723001 50.0724001	0.5 0.5 0.5 0.5	9-12 10-12 10-12 10-12	Introduction to Art Graphics 1 Graphics 2 Graphics 3	<p><b>Graphics 1</b> introduces the art processes and techniques involved with the arrangement of words, shapes or images or their combination to communicate a concept directed toward a specific audience for a particular purpose or function. Logos, advertisements and product packaging are all explored in this course.</p> <p><b>Graphics 2</b> extends the study Graphics 1.</p> <p><b>Graphics 3</b> extends the study of Graphics 2 and allows students to work in a more conceptual manner to develop their own ideas, style, and artistic voice while developing a portfolio.</p>

<b>Draw/Painting 1</b> <b>Draw/Painting 2</b> <b>Draw/Painting 3*</b> <b>Draw/Painting 4*</b> *pre AP	50.0313001 50.0314001 50.0321001 50.0322001	0.5 0.5 0.5 0.5	9-12 10-12 10-12 11-12	Introduction to Art Draw/Painting 1 Draw/Painting 2 Draw/Painting 3	<p><b>Drawing &amp; Painting 1</b> instructs students in fundamental drawing skills and prepares them to make the transition to painting. Course work builds on drawing skills introduced in Introduction to Art. Drawing approaches include contour, value to model form, gesture, perspective and color; students work with drawing media such as pencil, charcoal, conte, oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings.</p> <p><b>Drawing and Painting 2</b> develops fundamental painting skills and continues to strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Art history, criticism, and aesthetics are incorporated with studio production of drawings and paintings.</p> <p><b>Drawing and Painting 3 and 4</b> continue to develop painting skills and strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Students begin working on creating a unique artistic style and developing a portfolio.</p>
<b>Jewelry &amp; Metal 1</b>	50.0460001	0.5	9-12	Introduction to Art	<p><b>Jewelry and Metalcrafts 1</b> introduces jewelry making as an art form in the past and present. A variety of media and tools are explored. The elements of art and principals of design are used to analyze, design, create, and evaluate jewelry. The course combines aesthetics, art criticism and art history with studio production of jewelry.</p>
<b>Photography 1</b> <b>Photography 2</b> <b>Photography 3*</b> <b>Photography 4*</b> *pre AP	50.0711001 50.0712001 50.0713001 50.0714001	0.5 0.5 0.5 0.5	9-12 10-12 10-12 11-12	Introduction to Art Photo 1 Photo 2 Photo 3	<p><b>Photography 1</b> is an introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera and create a photographic portfolio as they learn the technical and artistic aspects of photography. A brief introduction to digital photography will be included. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester.</p> <p><b>Photography2</b> builds on basic skills and darkroom techniques learned in Photography 1. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, develop and print images from black and while film and refine darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and a brief introduction to digital photography.</p> <p><b>Photography 3 and 4</b> hone skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p>
<b>Sculpture 1</b> <b>Sculpture 2</b> <b>Sculpture 3*</b> <b>Sculpture 4*</b>	50.0611001 50.0612001 50.0613001 50.0614001	0.5 0.5 0.5 0.5	9-12 10-12 10-12 11-12	Introduction to Art Sculpture 1 Sculpture 2 Sculpture 3	<p><b>Sculpture 1</b> introduces students to the <i>production</i> of three-dimensional art making including additive, subtractive and modeling processes of sculptural construction. Sculpture's influence on the environment will be examined, as well as the investigation a variety of media. Students are expected to make connections as they explore</p>

*pre AP					<p><i>meaning</i>, develop <i>creative thinking</i> skills, search for <i>contextual understanding</i> resulting in authentic <i>assessment</i> and <i>reflection</i>.</p> <p><b>Sculpture 2</b> offers in-depth study to the <i>production</i> of three-dimensional art making including additive, subtractive, casting and modeling processes while investigating a variety of media. Students are expected to make connections as they explore <i>meaning</i>, develop <i>creative thinking</i> skills, search for <i>contextual understanding</i> resulting in authentic <i>assessment</i> and <i>reflection</i>.</p> <p><b>Sculpture 3 and 4</b> offer in-depth study of the <i>production</i> of three-dimensional art making including additive, subtractive, casting and modeling processes while investigating a variety of media. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p>
AP Art History	50.0921000	1.0	10-12	None	Covers prehistory to Egyptian, Greek and Roman, early Christian, Byzantine, early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17 <sup>th</sup> – 20 <sup>th</sup> centuries, non-Western
AP Drawing Portfolio AP 2D Design AP 3D Design	50.0811000 50.0813000 50.0814000	1.0 1.0 1.0	10-12 10-12 10-12	Teacher Recommendation  Portfolio Review takes place Feb 25 - 26. Sign up in Art Office.	Courses conform to College Board topics for Portfolio Examination, assembled over two semester sequence: breadth and depth sections in area of concentration; assess, select work, mat; complete slides, essay

## CAREER & TECHNICAL EDUCATION

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Intro to Business &amp; Technology</b>	07.4413000	1.0	9-12	None	This course is an introduction to the world of business including business software, human resources, accounting, entrepreneurship, ethics, leadership and communication. It is the prerequisite for all business career pathway courses.
<b>Financial Literacy</b>	07.4260000	1.0	10-12	None	BE MONEY SMART! Being money smart can have a positive effect on your personal income. Topics include: investing, saving, mutual funds, taxes, insurance, bankruptcy, budgeting, banking, credit, and the stock market.
<b>Accounting 1</b> *Gwinnett Tech Dual Enrollment course that may earn college credit	07.4110000	1.0	10-12	None	Introduction to accounting; basic accounting cycle; accounting for a corporate merchandising business
<b>Intro to Digital Technology</b> *Gwinnett Tech Dual Enrollment course that may earn college credit	11.4150000	1.0	9-12	None	This course provides students with an introduction to the principles of computing including PC hardware, maintenance, networking, website design, HTML code, and programming. It is the prerequisite for all computing and web design pathway courses.
<b>Digital Design</b> (formerly Fundamentals of Web Design) *Gwinnett Tech Dual Enrollment course that may earn college credit	11.45110000	1.0	10-12	Intro to Digital Technology	Students learn how to design web sites including site planning, page layout, graphic design, and the use of HTML and Javascript. Forms and scripts are used to add interactivity. Students learn Adobe PhotoShop, Dreamweaver, and Flash.
<b>AP Computer Sci. A with JAVA</b>	11.0160010	1.0	10-12	85+ in Advanced Algebra  Computer Science teacher sign-off  (counts as science credit toward graduation)	Equivalent to an intro college course in Computer Science, this course teaches the student the fundamentals of good coding techniques using Java. Course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development including the study of design, abstraction, and data structures. Topics include a brief history of computing, basics of computing systems, ethics in computing, syntax/semantics in JAVA, selection statements, looping routines, classes and their methods.
<b>Audio/Video Technology and Film 1</b>	10.5181000	1.0	9-12	None	Introduction to video production: production techniques while producing both field and studio television programs
<b>A/V Tech and Film 2</b>	10.5191000	1.0	10-12	Audio/Video Technology and Film 1	Write, produce, direct, and edit studio and ENG productions; lighting
<b>A/V Tech and Film 3</b>	10.5201000	1.0	11-12	Audio/Video Technology and Film 2	Independent production of a full television program; writing, producing, directing, and editing studio productions  Produce the weekly Morning Buzz
<b>Broadcast Video Production 4</b>	10.4141000	1.0	12	Audio/Video Technology and	Independent production of a full television program; writing, producing, directing, and editing studio

				Film 3	productions Produce the weekly Morning Buzz
<b>Foundations of Engineering Technology</b>	21.4250000	1.0	9-12	None	Provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.
<b>Engineering Concepts</b>	21.4710000	1.0	10-12	Foundations of Engineering & Technology	Introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.
<b>Engineering Applications</b>	21.4720000	1.0	11-12	Engineering Concepts	Students have opportunities to apply engineering design as they develop solutions for technological problems. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop working drawings and prototypes.
<b>Research, Design, and Project Management</b>	21.4610000	1.0	12	Engineering Applications	Provides students with opportunities to work with students from other pathways as a member of a design team. Research strategies, prototype testing and evaluation, and communication skills are emphasized.
<b>Introduction to Drafting &amp; Design</b>	48.5410000	1.0	9-12	None	Serves as an introduction to Drafting/Design field, and pre-requisite for Architectural Drawing and Design program. Students learn sketching techniques through the study of geometric figures, and are introduced to computer-aided drafting and design.
<b>Architectural Drawing &amp; Design I</b>	48.5450000	1.0	10-12	Intro to Engineering, Drawing & Design	Students are introduced to the basic terminology, concepts, and principals of architectural design. Emphasis on house designs, floor plans, roof designs, elevations (interior and exterior), schedules and foundations. CAD tools and software are used extensively.
<b>Architectural Drawing &amp; Design II</b>	48.5460000	1.0	11-12	Architectural Drawing I	Builds on the skills developed in Architectural Drawing and Design I. Emphasis on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. CAD tools and software are used extensively.
<b>Food, Nutrition, and Wellness</b>	20.4161000	1.0	9-12	None	Study of nutritional needs and food choice for optimal health across the lifespan.  This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, chronic diseases, and food safety.
<b>Food for Life</b>	20.4140000	1.0	10-12	Food, Nutrition, and Wellness	Advanced course in food and nutrition addresses nutritional needs at specific stages of the human life cycle. This course provides knowledge for real life and pathway into dietetics, consumer foods and nutrition science careers.
<b>Intro to Personal Care</b>	12.5440000	1.0	9-12	None	Policies and Standards of Georgia State Board rules and regulations; Introduction to phases of shampooing , thermal hair styling, and braiding; Manicure/Pedicure

<b>Services</b>					and Facials  All topics include written and practical application in the lab.
<b>Cosmetology Services 2</b>	12.4100000	1.0	10-12	Intro to Personal Care Services	Cosmetology skills performed on mannequins (hair cutting, chemical wave/relaxing) and salon management
<b>Cosmetology Services 3</b>	12.4110000	1.0	11-12	Cosmetology Services 2	Introduction to all phases of cosmetology with the goal of accumulating Georgia Cosmetology State Board unit hours required to become a licensed master cosmetologist
<b>JROTC 1</b>	28.0310000	1.0	9-12	None	Introduction to American symbols, customs and traditions and the history and purpose of Army JROTC; Introduction to the essential skills needed to maximize learning potential and future success; Assessment of current skill set and work to develop maximum potential; Application of learning theory and techniques to improve study, communication and planning skills; Exploration of social responsibility, conflict resolution, and service learning opportunities; Introduction to leadership: its definition, the importance of knowing and applying basic leadership skills (principles, styles, values, the BE, KNOW, and DO attributes); Introduction to reading techniques, study habits, and test-taking strategies.
<b>JROTC 2</b>	28.0320000	1.0	10-12	JROTC 1	Development of an appreciation for the importance of physical fitness in maintaining good health and appearance; Basic information about nutrition and exercise; First aid for emergency and non-emergency situations; Introduction to drug awareness to include the use and effect of drugs, alcohol and substances; Exploration of the values and principles that underlie good citizenship with emphasis placed on the United States Constitution and Bill of Rights, responsibility of U.S. citizens, basic national values, the U.S. federal justice system, and service to the community; Introduction to a variety of significant events and historical figures that contributed to our citizenship and American history.
<b>JROTC 3</b>	28.0330000	1.0	11-12	JROTC 2	Further study and application of basic leadership skills (principles, styles, values, the BE, KNOW and DO attributes); Demonstration, assessment and evaluation of cadet leadership potential through the application of these concepts in command or staff positions; Introduction to the communication process among individuals and the communication principles of writing, speaking, and listening; Preparation and presentation of effective oral and written communication; Introduced to basic guidelines for managing conflict and communication skills necessary for finding solutions to resolve conflicts.
<b>JROTC 4</b>	28.0340000	1.0	12	JROTC 3	Continuation of cadets' leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the responsibilities of team leaders. Cadets will have the opportunity to identify the impact of their actions on themselves as well as on other team members in the areas of individual responsibility, self-reliance, followership, and teamwork. Cadets will be introduced

					to the basic principles of management, how leaders use these principles to effectively manage resources, and the basic differences between leadership and management techniques. Students will deliver instruction using accepted principles and methods of instruction. Students will develop lesson plans and graphic organizers; recognize how to determine the material that they must review and rehearse prior to delivering instruction
<b>Industry Fundamentals and Occupational Safety</b>	46.5450000	1.0	9-12	None	Construction site safety, hands-on project-based lessons with hand tools and power tools, interpretation of construction drawings, construction math, and employability skills  Students completing all requirements for this course will earn the nationally recognized NCCER Core Certification.
<b>Introduction to Construction (DP Construction 2)</b>	46.5460000	1.0	10-12	Industry Fundamentals and Occupational Safety	Basics of carpentry (floor, wall, roof and stair framing), electrical wiring, plumbing, and masonry through hands-on projects and skill demonstrations.
<b>Carpentry 1</b>	46.5500000	1.0	11-12	DP Construction 2	Specialty focus in any of the following trade areas: carpentry, masonry, plumbing, and/or electrical
<b>Intro to Healthcare Science*</b>  *This <i>elective</i> course satisfies graduation requirement for a 4 <sup>th</sup> science but does not satisfy GA Board of Regents science requirement.	25.5210000	1.0	11-12	None	Human growth and development; interaction with patients and family members health, wellness and preventative care; legal and ethical responsibilities of healthcare providers
<b>Work-Based Learning (previously Business Internship)</b>	06.7114000* 06.7115000**	1.0 2.0	12 12	<u>Previous</u> completion of <b>at least one</b> CTE course	Work experience  *6 <sup>th</sup> period **5 <sup>th</sup> /6 <sup>th</sup> periods

## ENGLISH

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
9 <sup>th</sup> Literature	23.0610000	1.0	9	None	Reading strategies, interpretation of literature, writing, and grammar
9 <sup>th</sup> Literature Honors	23.0610040	1.0	9	See FCS placement guidelines	Reading strategies, interpretation of literature, writing, and grammar at an advanced level
English Support 1 (Basic Read/Write 9)	23.1830000	1.0	9	Teacher Recommendation	Companion course to 9 <sup>th</sup> Lit for students needing additional support. Reading strategies, interpretation of literature, writing and grammar remediation
10 <sup>th</sup> Literature	23.0620000	1.0	10	None	Reading strategies, interpretation of literature, writing, and grammar
10 <sup>th</sup> Literature Honors	23.0620040	1.0	10	See FCS placement guidelines	Reading strategies, interpretation of literature, writing, and grammar at an advanced level
11 <sup>th</sup> Literature	23.0510000	1.0	11	None	Reading strategies, interpretation of American literature, writing and grammar
11 <sup>th</sup> Literature Honors	23.0510040	1.0	11	See FCS placement guidelines	Reading strategies, interpretation of American literature, writing and grammar at an advanced level
AP Language & Composition	23.0530010	1.0	11	See FCS placement guidelines	Advanced college level study of authors' styles and techniques, survey of American literature, review of writing skills, preparation for AP exam
AP Literature & Composition	23.0650010	1.0	12	See FCS placement guidelines	Advanced college level study of literature and critical approaches, review of writing skills, preparation for AP exam
College English* *will not be added to course requests until accepted to college	23.0630400	1.0	12	Successful application to appropriate college	Freshman English curriculum at the collegiate level
World Literature	23.0630001	0.5	12	None	Analysis of literature from around the world and of various genres, reading strategies, interpretation of literature, writing and grammar
Multi-cultural Literature	23.0670001	0.5	12	None	Analysis of literature by and about people of diverse ethnic backgrounds, reading strategies, interpretation of literature, writing, grammar and research project
English Literature	23.0520001	0.5	12	None	Analysis of English (British) literature, including Shakespeare and Chaucer.
Creative Writing (Writer's Workshop)	23.0310001	0.5	9-12	None	Creative writing course
Digital Writing (Contemporary Lit/Comp)	23.0660001	0.5	9-12	None	Digital literacy, writing for the web, blogging 101

<b>Speech/Forensics 1</b>	23.0460001	0.5	9-12	None	Public speaking: planning, writing, rehearsing, and delivering speeches; research techniques; participation in debates, discussions, group activities
<b>Speech/Forensics 2</b>	23.0470001	0.5	9-12	Speech 1	Advanced public speaking: planning, writing, rehearsing, and delivering speeches; research techniques; participation in debates, discussions, group activities
<b>Literature and History of the New Testament Era</b>	23.0250001	0.5	9-12	None	History as recorded by the New Testament; literary structure and content of the New Testament; culture and customs of the people recorded in the New Testament; the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture
<b>SAT Prep</b>	35.0660001	0.5	10-12	2 <sup>nd</sup> semester only for 10 <sup>th</sup> graders with 75+ average in 10 <sup>th</sup> Lit and GPS Geom	Topics in mathematics and language arts and selected test-taking strategies related to successful test-taking
<b>Journalism 101 (Jrn 1/Newspaper)</b>	23.0320000	1.0	9-12	None	Learn the basics of journalism before going into Yearbook or Newspaper as a production class
<b>Journalism 2 Newspaper</b>	23.0330000	1.0	10-12	Journalism 101	Advanced study of newspaper journalism, production of school newspaper
<b>Journalism 3 Newspaper</b>	23.0350000	1.0	11-12	Newspaper 2	Advanced study of newspaper journalism, production of school newspaper
<b>Journalism 4 Newspaper</b>	23.0360000	1.0	12	Newspaper 3	Advanced study of newspaper journalism, production of school newspaper
<b>Journalism 2 Annual</b>	23.0330007	1.0	10-12	Journalism 101	Advanced study of photo journalism, production of school annual (yearbook)
<b>Journalism 3 Annual</b>	23.0350007	1.0	11-12	Annual 2	Advanced study of photo journalism, production of school annual (yearbook)
<b>Journalism 4 Annual</b>	23.0360007	1.0	12	Annual 3	Advanced study of photo journalism, production of annual (yearbook)
<b>Journalism 1 Literary Magazine</b>	23.0320008	1.0	10-12	Application	Study of creative writing, production of school literary magazine
<b>Journalism 2 Literary Magazine</b>	23.0330008	1.0	11-12	Lit Mag 1	Continued study of creative writing and production

## ESOL

### Courses Available for Core ELA Credit

\*\* Sheltered classes capped at 23 without an aide/ 25 with an aide.

Course Title	Course #	Credit	Criteria for Placement-Access/WAPT Score	Prerequisite(s)	Curriculum and Materials
<b>9<sup>th</sup> Grade Literature and Composition (Sheltered)</b>  (Push-In available based on demand and teacher availability.)	23.0610020 (21, 22)	1.0	3.5+	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
	23.0610090 (91, 92)				
<b>10<sup>th</sup> Grade Literature and Composition (Sheltered)</b>  (Push-In available based on demand and teacher availability.)	23.0620020 (21,22)	1.0	2.5+	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
	23.0620090 (91, 92)		3.0+		
<b>11<sup>th</sup> Grade American Lit/Comp (Sheltered)</b>	23.0510020 (21,22)	1.0	3.5+	9 <sup>th</sup> and 10 <sup>th</sup> Literature and Composition	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>Multicultural Literature (Sheltered)</b>	23.0670021	0.5	2.5+	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> Literature and Composition	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>World Lit/Comp (Sheltered)</b>	23.0630021	0.5	2.5+	9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> Literature and Composition	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.

## ESOL

### Courses Available for Core Mathematics Content Area Credit

\*\* Sheltered classes capped at 23 without an aide/ 25 with an aide.

Course Title	Course #	Credit	Criteria for Placement-Access/WAPT Score	Prerequisite(s)	Curriculum and Materials
<b>CCGPS Coordinate Algebra (Sheltered)</b>	23.0971020 (21,22)	1.0	Below 3.5	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>CCGPS Analytic Geometry (Sheltered)</b>	23.0972020 (21,22)	1.0	Below 3.5	CCGPS Coordinate Algebra	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.

## ESOL

### Courses Available for Core Science Credit

**\*\* Sheltered classes capped at 23 without an aide/ 25 with an aide.**

**\*\*Push-In courses capped at 18.**

Course Title	Course #	Credit	Criteria for Placement-Access/WAPT Score	Prerequisite(s)	Curriculum and Materials
<b>Earth Systems (Push-In)</b> *Based on demand and teacher availability.	40.0640000 (91,92)	1.0	Below 3.5	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>Biology (Push- In)</b> *Based on demand and teacher availability.	26.0120090 (91,92)	1.0	3.5+	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>Physical Science ( Push-In)</b>	40.0110090 (91,92)	1.0	3.5+	Biology	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.

## ESOL

### Courses Available for Core Social Studies Credit

**\*\* Sheltered classes capped at 23 without an aide/ 25 with an aide.**

**\*\*Push-In courses capped at 18.**

Course Title	Course #	Credit	Criteria for Placement-Access/WAPT Score	Prerequisite(s)	Curriculum and Materials
<b>American Government/Civics (Sheltered)</b>	45.0570020 (21,22)	0.5	2.5+	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>World History (Sheltered)</b>	45.05830020 (21,22)	1.0	2.5+	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>US History (Sheltered)</b>  (Push-In available based on demand and teacher availability.)	45.0810020 (21,22)  45.0810090 (91,92)	1.0	3.5+	World History	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>Economics (Push-In)</b>	45.0610090 (91,92)	0.5	3.5+	World History, US History	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.
<b>World Geography (Sheltered)</b>	45.0711020 (21,22)	0.5	Below 3.5	None	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials.

## ESOL

### Scheduled Courses Available for Elective Credit

\*\* The following courses must meet the guidelines for ESOL Scheduled classes. \*\*

Course Title	Course #	Credit	Criteria for Placement-Access/WAPT Score	Prerequisite(s)	Curriculum and Materials
<b>Communication Skills I</b>	55.0210000 (01,02)	1.0	1.0-2.5	None	Former ESOL I materials.
<b>Communication Skills II</b>	55.0220000 (01,02)	1.0	2.5-3.5	None	Former ESOL IV materials.
<b>Reading and Listening in Content Areas</b>	55.0230000 (01,02)	1.0	2.0-3.5	None	Basic Read/Write materials supplemented with ESOL materials as needed.
<b>Writing in the Content Areas</b>	55.0250001 55.0250001	0.5	S1:2.0-3.9 S2:3.0-4.9	None	Mainstream content texts supplemented with materials purchased specifically for course.
<b>ESOL 9 Support</b>	23.0910000 (01,02)	1.0	3.5+	Pair with 9 <sup>th</sup> Lit Sheltered	Use former ESOL 2 materials and mainstream content text.
<b>ESOL 10 Support</b>	23.0930000 (01,02)	1.0	2.5+	Pair with 10 <sup>th</sup> Lit Sheltered	Use former ESOL 3 materials and mainstream content text.
<b>Study Skills I</b>	35.0610020 (21,22)	1.0	Any level.	Course may be repeated.	Materials provided by the ESOL Department.

## MATHEMATICS

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>CCGPS Coordinate Algebra</b>	27.0971000	1.0	9	None	The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>CCGPS Coordinate Algebra Support</b>	27.0981000	1.0	9	Teacher Recommendation	Companion class for CCGPS Coordinate Algebra, designed for students needing additional support. Successful completion of the class allows students to earn elective credit.
<b>CCGPS Analytic Geometry Honors</b>	27.0972040	1.0	9 <i>Because this course offers 7 honors points, it is only for students who are a year or more ahead in mathematics.</i>	See FCS placement guidelines	See CCGPS Analytic Geometry
<b>CCGPS Accelerated Coordinate Algebra/ Analytic Geometry A</b>	27.0975040	1.0	9	See FCS placement guidelines	The fundamental purpose of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of situations.
<b>CCGPS Accelerated Analytic Geometry B/ Advanced Algebra</b>	27.0976040	1.0	9-10	See FCS placement guidelines	The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and

					data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>CCGPS Analytic Geometry</b>	27.0972000	1.0	10	Successful completion of one semester of CCGPS Coordinate Algebra	The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>CCGPS Analytic Geometry Support</b>	27.0982000	1.0	10	Teacher Recommendation	Companion class for CCGPS Analytic Geometry, designed for students needing additional support. Successful completion of the class allows students to earn elective credit.
<b>CCGPS Advanced Algebra Honors</b>	27.0973040	1.0	10 <i>Because this course offers 7 honors points, it is only for students who are a year or more ahead in mathematics.</i>	See FCS placement guidelines	See CCGPS Advanced Algebra
<b>CCGPS Accelerated Pre-Calculus Honors</b>	27.0977040	1.0	10-11	See FCS placement guidelines	This course is intended to prepare students for a more intense study of mathematics as preparation for calculus. The study of conics (circles and parabolas) is extended to include ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles, and identities. Matrices provide an organizational structure in which complex problems are represented and solved. The study of complex numbers is extended and the coordinate plane is used to represent and operate with vectors. Counting methods in probability rounds out the course.
<b>CCGPS Advanced Algebra</b>	27.0973000	1.0	11	Successful	Students will apply the content from their previous math courses. Methods from probability and statistics will be

				completion of one semester of CCGPS Analytic Geometry	used to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational, and radical functions. The study of right triangle trigonometry will be expanded and used to model periodic phenomena. Experience with functions and geometry will help students create models and solve contextual problems.
<b>Advanced Mathematical Decision Making</b>	27.0850000	1.0	12	See FCS placement guidelines	Study more in depth statistical information, summaries, and methods of designing and conducting statistical studies; analyze various voting processes, modeling of data, and basic financial decisions; and use network models for making informed decisions
<b>CCGPS Pre-Calculus</b>	27.0974000	1.0	12	Successful completion of one semester of CCGPS Advanced Algebra	Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the Georgia Department of Education content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>CCGPS Pre-Calculus Honors</b>	27.0974040	1.0	11 <i>Because this course offers 7 honors points, it is only for students who are a year or more ahead in mathematics.</i>	See FCS placement guidelines	See CCGPS Pre-Calculus
<b>AP Calculus AB</b>	27.0720010	1.0	11 – 12	See FCS placement guidelines	Real numbers and the Cartesian plane; review of functions, limits and their properties; derivatives, differentiation, and application; anti-derivatives and indefinite integration; area and definite integrals; integration by substitution; the Trapezoidal rule; logarithmic, exponential and other transcendental functions; and applications and methods of Integration
<b>AP Calculus BC</b>	27.0730010	1.0	11 – 12	See FCS placement guidelines	Review of functions, limits, and their properties; differentiation and integration; applications of differentiation; logarithmic, exponential, and other transcendental functions; applications of integration and integration techniques; improper integrals; and L'Hôpital's Rule
<b>AP Statistics</b>	27.0740010	1.0	11 – 12	See FCS placement guidelines	Introduction to statistics, descriptive statistics, probability; probability distributions, and normal probability distributions; estimates and sample size; hypothesis testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; and

					design and sampling
<b>College Algebra and College Precalculus</b>  <b>Year-long enrollment required</b>  <b>(instructor from Gwinnett Tech @ RHS contingent upon minimum 12 student enrollment)</b>	27.0623400	1.0	12	CCGPS Advanced Algebra  Online Application to Gwinnett Tech <b>DEADLINE: 3/31/2015</b>  Qualifying SAT,ACT, or Compass score	Emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, and systems of equations; optional topics include sequences, series, and probability or analytic geometry.  Prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, exponential growth and decay.
<b>College Calculus and College Statistics</b>  <b>Year-long enrollment required</b>  <b>(instructor from Gwinnett Tech @ RHS contingent upon minimum 12 student enrollment)</b>	27.0510400	1.0	12	CCGPS Pre-calc H; CCGPS Accelerated Pre-calculus Honors  Online Application to Gwinnett Tech <b>DEADLINE: 3/31/2015</b>  Qualifying SAT,ACT, or Compass score  50+ CLEP score in Pre-Calculus	Topics include the study of limits and continuity, derivatives, and integrals of functions of one variable. Applications are incorporated from a variety of disciplines. Algebraic, trigonometric, exponential, and logarithmic functions are studied.  Emphasizes the concepts and methods fundamental to utilizing and interpreting commonly used statistics. Topics include descriptive statistics, basic probability, discrete and continuous distributions, sampling distributions, hypothesis testing chi square tests, and linear regression.
<b>Multivariable Calculus II/III</b>  <b>Year-long enrollment required</b>  <b>(via Ga Tech Distance Learning @ RHS)</b>	27.0710409	1.0	12	See FCS placement guidelines  Application to Georgia Tech	<i>For information please contact Georgia Tech Admissions office by phone at (404) 894-4154 or by email at <a href="http://admiss.gatech.edu/dcp/">http://admiss.gatech.edu/dcp/</a></i>  <i>Enrollment in this class is controlled strictly by Georgia Tech. Successful completion of AP Calculus does not guarantee enrollment.</i>
<b>SAT Prep</b>	35.0660001	0.5	10-12	2 <sup>nd</sup> semester only for 10 <sup>th</sup> graders with 75+ average in 10 <sup>th</sup> Lit and CCGPS Geom	Topics in mathematics and language arts, selected test-taking strategies related to successful test results

### NON-DEPARTMENTAL COURSES

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Mentorship</b>	70.0110001	0.5	12	Application	Practical application of teaching methods working with elementary, middle, or high school classes
<b>Peer Facilitation</b>	35.0410001	0.5	12	Application, Behavior, attendance, interview	Assistance with office duties; interacting with adults in an office setting

## PERFORMING ARTS

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Fundamentals of Theatre 1</b>	52.0210001	0.5	9-12	None	This semester long introductory course is an exploration of theatre as an artistic form that focuses on the value of theatre in society and showcases the amazing variety of theatre being performed today. It is the perfect place for beginning students to discover what Theatre is about.
<b>Technical Theatre 1</b>	52.0410000	1.0	9-12	None	This year-long course teaches all the technical elements of theatre. Students get hands-on experience in these technical elements: set construction and painting, stage management, lighting, costuming, makeup and sound. Project-based instruction encourages students to design technical elements and to become crew members and leaders working on actual school productions presented on the RHS stage.
<b>Technical Theatre 2</b>	52.0420000	1.0	10-12	Technical Theatre 1	
<b>Technical Theatre 3</b>	52.0430000	1.0	11-12	Technical Theatre 2	
<b>Technical Theatre 4</b>	52.0440000	1.0	12	Technical Theatre 3	
<b>Acting 1</b>	52.0610000	1.0	9-12	None	This is a year-long introduction to acting class. Beginning actors will be exposed to several different performance styles and methods which will improve their performance skills. This course uses theatre to encourage cooperative learning, team work, organization, and leadership skills. Theatre's forte is in the emotional arena, where participants are able to not only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. The class allows all students the opportunity to perform on a regular basis.
<b>Acting 2</b>	52.0620000	1.0	10-12	Acting 1	This year-long course pushes the actor to dig deeper into his or her creative resources. Students learn advanced character analysis and development, voice technique and movement styles. The student then explores roles from a variety of important past and present plays from a variety of perspectives. Preparation includes research into historical acting styles and discovering the challenge of performing vastly different roles. The course offers directing opportunities, competition and audition opportunities, performing short plays, exploring film acting, and the chance to perform in a public showcase on the RHS stage.
<b>Advanced Drama 1</b>	52.0510000	1.0	9-12	Interview <i>or</i> Audition ONLY	<b>Advanced Drama 1</b> is a yearlong course that offers hands-on experience in the artistic, technical, managerial, and financial elements of a dramatic production. Students will be part of the production company and each will take responsibility for key elements of productions throughout the year, taking a show from planning to completion. This course is for the dedicated theatre student.
<b>Advanced Drama 2</b>	52.0520000	1.0	10-12	Advanced Drama 1	
<b>Advanced Drama 3</b>	52.0523000	1.0	11-12	Advanced Drama 2	
<b>Advanced Drama 4</b>	52.0524000	1.0	12	Advanced Drama 3	
<b>Film 101</b> (DA/Film/Video/TV 1)	52.0710001	0.5	10-12	None	Study of filmmaking techniques and strategies; Analysis of cinematic technique and meaning of film and television productions
<b>Beginning Guitar 1</b>	53.0841001	0.5	9-12	None	Beginning to intermediate guitar techniques with a heavy emphasis on learning pop/rock songs from guitar tablature.

					Songwriting/composition, blues improvisation, and soloing will be covered. Reading music at a basic level will be introduced. Ongoing music theory.
<b>Beginning Guitar 2</b>	53.0842001	0.5	9-12	Beginning Guitar 1	Intermediate to advanced guitar techniques with a heavy emphasis on classical guitar and advanced pop/rocks songs. Songwriting/composition, improvisation, and soloing will be covered. Students expected to read music and tablature at a higher level. Ongoing music theory.
<b>Beginning Guitar 3</b>	53.0843001	0.5	10-12	Beginning Guitar 2	
<b>Beginning Keyboard Technique 1 (Piano)</b>	53.0941001	0.5	9-12	None	Basic piano techniques, note reading, styles of piano playing, and music theory
<b>Beginning Keyboard Technique 2</b>	53.0942001	0.5	9-12	Keyboard 1	More piano techniques, note reading, styles of piano playing, and music theory
<b>Beginning Keyboard Technique 3</b>	53.0943001	0.5	10-12	Keyboard 2	More piano techniques, note reading, styles of piano playing, and music theory
<b>Beginning Keyboard Technique 4</b>	53.0944001	0.5	10-12	Keyboard 3	More piano techniques, note reading, styles of piano playing, and music theory
<b>Intermediate Women's Chorus</b>	54.0251000	1.0	9-12	Teacher Recommendation or Middle School Chorus	Intermediate performance literature, performance skills, sight reading, analysis, and technical skills, other musical forms, and performance evaluation. Stresses individual progress and group experiences.  Performances and rehearsals beyond classroom instruction are required.
<b>Advanced Women's Chorus</b>	54.02610000	1.0	9-12	Intermediate Women's Chorus or Middle School Chorus <b>and audition</b>	Advanced performance literature, performance skills, sight reading, analysis, and technical skills, other musical forms, and performance evaluation. Stresses individual progress and group experiences.  Performances and rehearsals beyond classroom instruction are required.
<b>Intermediate Men's Chorus</b>		1.0	9-12	Teacher Recommendation or Middle School Chorus	Intermediate performance literature, performance skills, sight reading, analysis, and technical skills, other musical forms, and performance evaluation. Stresses individual progress and group experiences.  Performances and rehearsals beyond classroom instruction are required.
<b>Advanced Chamber Chorus</b>	53.0751000	1.0	10-12	Completion of one year of Intermediate Women's Chorus or Intermediate Men's Chorus <b>and audition</b>	Mastery performance literature, performance skills, sight reading, analysis, and technical skills, other musical forms, and performance evaluation. Stresses individual progress and group experiences.  Performances and rehearsals beyond classroom instruction are required.
<b>Vocal Jazz Choir</b>	56.0661007	1.0	10-12	Completion of one year of Advanced Women's Chorus or Intermediate Men's Chorus <b>and audition</b>	Intermediate Jazz literature, history of jazz, sight reading, technical skills, vocal improvisation, creativity, dance, and performance evaluation. Stresses individual progress and group experiences.  Performances and rehearsals beyond classroom instruction are required.
<b>Intermediate Band</b>	53.0371000	1.0	9-12	Current Enrollment in Band <b>or</b> Audition	Concert Band. Sight-reading, analysis of level II and III concert band literature, and performance (3-4 concerts and possible GMEA Performance Evaluation)

<b>Advanced Band</b>	53.0381000	1.0	9-12	Current Enrollment in Band <b>and</b> Audition	Symphonic Band. Sight-reading, analysis of level III and IV concert band literature, and performance (3-4 concerts and GMEA Performance Evaluation)
<b>Mastery Band</b>	53.0391000	1.0	9-12	Current Enrollment in Band <b>and</b> Audition	Wind Ensemble. Sight-reading, analysis of level IV, V, and VI concert band literature, and performance (3-4 concerts and participation in the GMEA Performance Evaluation)
<b>Percussion Ensemble</b>	53.0761000	1.0	9-12	Current Enrollment in Band <b>and</b> Audition	Sight-reading, analysis of concert band literature, and performance (3-4 concerts with Advanced Bands 2, 3, and 4 and participation in the GMEA Performance Evaluation as well as percussion ensemble concerts)
<b>Beginning Orchestra</b>	53.0582000	1.0	9-12	Teacher Recommendation <b>or</b> Current Enrollment in Orchestra	Freshman Orchestra Sight-reading; analysis of level II and III orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival)
<b>Intermediate Orchestra</b>	53.0583000	1.0	9-12	Teacher Recommendation <b>or</b> Current Enrollment in Orchestra	Sophomore Orchestra Sight-reading; analysis of level II and III orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival)
<b>Advanced Orchestra</b>	53.0581000	1.0	9-12	Teacher Recommendation <b>or</b> Current Enrollment in Orchestra	Concert Orchestra Sight-reading; analysis of level III and IV orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival)
<b>Mastery Orchestra</b>	53.0591000	1.0	9-12	Audition	Chamber Orchestra Sight-reading; analysis of level V and VI orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival)
<b>AP Music Theory</b>	53.0230010	1.0	11-12	Completion of 2 years of high school band, chorus, guitar, or orchestra Current enrollment in music class 85+ average in most recent music course Teacher Recommendation	The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural skills, listening exercises, sight-singing skills, performance exercises, and written skills through written exercises, compositional skills, creative exercises, analytical skills, and analytical exercises

## PHYSICAL EDUCATION

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>General Health</b> (Required for 9 <sup>th</sup> graders)	17.0110001	0.5	9	None	Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions
<b>Personal Fitness</b>	36.0510001	0.5	9-12	None	Personal fitness program, stress management, fitness games, nutrition, and weight training
<b>Outdoor Education &amp; Activities</b>	36.0250001	0.5	12	None	Outdoor safety/survival, archery, outdoor cooking, team and individual sporting activities including: soccer, ultimate Frisbee, volleyball, and table tennis. Some dressing out will be required.
<b>Weight Training</b>	36.0540001	0.5	9-12	None	Individual weight training program
<b>Intermediate Weight Training</b>	36.0540002	0.5	9-12	Weight Training	Intermediate weight training program
<b>Advanced Weight Training</b>	36.0540003	0.5	10-12	Intermediate Weight Training	Advanced weight training program
<b>Physical Conditioning, Female Athletes</b>	36.0530001	0.5	9-12	RHS female student athletes	Team-Specific weight training program
<b>Physical Conditioning, Baseball</b>	36.0550001	0.5	10-12	JV and Varsity Baseball players	Team-Specific weight training program
<b>Physical Conditioning, Football</b>	36.0560001	0.5	10-12	Football players	Team-Specific weight training program
<b>Physical Conditioning, Wrestling</b>	36.0570001	0.5	9-12	JV and Varsity Wrestling team members	Team-Specific weight training program
<b>Recreational Games</b>	36.0270001	0.5	9-12	None	Table tennis, badminton, pickleball, horseshoes, Frisbee games, and other games
<b>Intermediate Recreational Games</b>	36.0370001	0.5	9-12	Recreational Games	Intermediate table tennis, badminton, pickleball, horseshoes, Frisbee games, and other games
<b>Lifetime Sports</b>	36.0220001	0.5	9-12	None	Tennis, golf, softball, and volleyball and other games
<b>Intermediate Lifetime Sports</b>	36.0320001	0.5	9-12	Lifetime Sports	Intermediate tennis, golf, softball, and volleyball and other games
<b>General PE 2</b>	36.0120001	0.5	9-12	None	Flag football, basketball, soccer, team handball, and other games
<b>General PE 3</b>	36.0130001	0.5	9-12	General PE	Int. flag football, basketball, soccer, team handball, and other games

## SCIENCE

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Biology</b>	26.0120000	1.0	9-11	None	Science lab skills and lab safety, research skills, nature of biology, cellular biology, matter energy relationships, biochemistry, genetics, theory of evolution, classification systems, and ecology
<b>Biology Honors</b>	26.0120040	1.0	9	See FCS placement guidelines	Science lab skills and lab safety, research skills, nature of biology, cellular biology, matter energy relationships, biochemistry, genetics, theory of evolution, classification systems, ecology and the human body
<b>Earth Systems</b>	40.0640000	1.0	9	Recommendation from eight grade science teacher for a ninth grade only course	Connections among Earth's systems (atmosphere, hydrosphere, and geosphere); the Earth's landscapes, ecology, and resources; phenomena fundamental to geology and physical geography (including the early history of Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and history of life on Earth)
<b>Chemistry</b>	40.0510000	1.0	10-11	See FCS placement guidelines	Inquiry, process skills and problem solving, classification and conservation of matter, atomic structure and patterns of reactivity, electron configuration, nuclear chemistry, bonding and formation of compounds, chemical equations, phases change, equilibrium, kinetics, and thermodynamics  NOTE: Students who complete Chemistry will NOT be recommended for Physical Science
<b>Chemistry Honors</b>	40.0510040	1.0	10-11	See FCS placement guidelines	Tools of mathematics, scientific method, mole concept, chemical reactions and gas laws, kinetic relationships, solubility, periodic table, analytical chemistry, electron configuration, atom composition and radioactivity, chemical bonding, organic chemistry, equilibrium, and oxidation
<b>Physical Science</b>	40.0110000	1.0	10	See FCS placement guidelines	Matter, atomic theory, radioactivity, chemical reactions, chemical bonds, acids & bases, interactions of force and motion, waves and energy transfer, electricity and magnetism
<b>Physics</b>	40.0810000	1.0	11-12	See FCS placement guidelines	Science process skills and lab safety, mechanics, Newton's laws, force, motion, work / power, phases of matter, thermodynamics, energy transformation and conservation, waves, sound, light, electricity, magnetism, particle theory, atomic structure and nuclear energy
<b>Environmental Science</b>	26.0611000	1.0	11-12	See FCS placement guidelines	The study of many components of our environment including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology. Instruction focuses on student data collection and analysis, and interpretation of data gathered on global concepts
<b>Earth Systems</b>	40.0640000	1.0	11-12	See FCS placement guidelines	Connections among Earth's systems (atmosphere, hydrosphere, and geosphere); the Earth's landscapes, ecology, and resources; phenomena fundamental to geology and physical geography (including the early history of Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and history of life on Earth)

<b>AP Physics 1</b>	40.0831010	1.0	11-12	See FCS placement guidelines	Equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work energy and power, mechanical waves, sound, optics, electricity, magnetism, and electrical circuits.
<b>AP Physics 2</b>	40.0832010	1.0	11-12	See FCS placement guidelines	Equivalent to a second semester college course in algebra based physics. This course covers Electrostatics, Electric Circuits, Magnetism, Electromagnetic Induction, Thermodynamics, Fluids, Geometric and Physical Optics, Quantum Physics, Atomic and Nuclear Physics
<b>AP Physics C</b>	40.0841010	1.0	11-12	See FCS placement guidelines	This is a yearlong course, made up of two semesters where you will learn to apply differential and integral calculus in order to solve problems with the following concepts: classical mechanics, Newton's Laws of Motion, work energy and power, systems of particles and linear momentum, circular motion, rotation, oscillations, gravitation, electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism.  Calculus completion is required.  Previous physics exposure is a plus, but not required.
<b>AP Chemistry</b>	40.0530010	1.0	11-12	See FCS placement guidelines	Atomic theory, structure of matter, bonding, gases, stoichiometry, liquids, solids, solutions, equilibrium, kinetics, thermodynamics, reaction types, nuclear, organic and qualitative analysis
<b>AP Biology</b>	26.0140010	1.0	11-12	See FCS placement guidelines	Biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, ecology, taxonomy and systems, survey of monera, protista, fungi, plants and animals
<b>AP Environmental Science</b>	26.0620010	1.0	11-12	See FCS placement guidelines	The emphasis of the course is on the comprehension of the interrelatedness of the natural systems and processes that keep our planet functioning and how human activities alter the dynamics of these systems. Ultimately the underlying focus will always lead to sustainability and better understanding how we can live with our planet, not just on it. Key themes include the living world, earth systems, sustainability, resource use, population growth, pollution, and global change. Scientific principles, concepts, and methodologies will be utilized to understand the interrelationships of the natural world, identify and analyze environmental problems, examine and evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Through a variety of laboratory work and field investigations, students will learn methods for analyzing and interpreting information, experimental data, and mathematical calculations. Students will be required to collect data, apply mathematical analysis and interpretation, and data interpretation. NOTE: Calculators are not permitted on the AP Exam for this course.
<b>Intro to Healthcare Science*</b>  *This <i>elective</i> course satisfies graduation requirement for a 4 <sup>th</sup> science but does not	25.5210000	1.0	11-12	None	Human growth and development; interaction with patients and family members health, wellness and preventative care; legal and ethical responsibilities of healthcare providers

<b>satisfy GA Board of Regents science requirement.</b>					
<b>Human Anatomy &amp; Physiology</b>	26.0730000	1.0	11-12	See FCS placement guidelines	Science process and research skills, body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and respiratory systems, digestive and integumentary system
<b>Human Anatomy &amp; Physiology Honors</b>	26.0730040	1.0	11-12	See FCS placement guidelines	Science process and research skills, body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and respiratory systems, digestive and integumentary system
<b>Astronomy</b>	40.0210000	1.0	12	See FCS placement guidelines	Study of astronomy, including measurement and motion, celestial clocks, the moon, solar system, stars, sun, Milky Way and other galaxies, and theories of cosmology

## SOCIAL STUDIES

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>AP U.S. Government/Politics</b>  (year-long blocked course for 9 <sup>th</sup> graders)	45.0520010	1.0	9	See FCS placement guidelines	Government and politics in the United States: the Constitution; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; Civil Rights and Civil Liberties
<b>AP Human Geography</b>	45.0770010	1.0	9	See FCS placement guidelines	Systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface; Students will examine social organization, environmental consequences, & tools geographers use in their science and practice. This class will help to strengthen geographic knowledge & skills necessary to understand the roles, responsibilities, and relationships of people & places throughout the world – past, present, and future
<b>Current Issues</b>	45.0120001	0.5	9-12	None	Bill Moyer's "Creativity" series, including selected projects in the areas of entrepreneurship, art, music, writing and acting in order to explore creativity and the creative process while incorporating current topics in culture and news
<b>International Affairs</b>	45.0910002	0.5	9-12	None	Research and debate of some of the world's most complex problems, the U.N. system, the intricacies of multilateral diplomacy and conflict resolution of issues ranging from nuclear testing and human rights to sustainable development
<b>Constitutional Law</b>	45.0550001	0.5	9-12	None	American justice system, Bill of Rights, criminal and civil procedures, emphasis on street law, current legal topics, career opportunities in the legal and lay enforcement professions
<b>World Geography</b>	45.0711001	0.5	9-12	None	Themes of geography such as location, place and relationships within places, movement, regions, North, South and Central America, Europe, North Africa and the Middle East, Africa south of the Sahara, Asia, Oceania
<b>Sociology</b>	45.0310003	0.5	9-12	None	Subcultures; group behavior, social issues; environment and technology; homeless and unemployment; responsibility of dissent; drug abuse and American culture; social response to poverty; prejudice and discrimination; crime and deviance in American culture
<b>20<sup>th</sup> Century Germany</b>	45.0920002	0.5	9-12	None	Origin of modern Germany, WWI, appeasement and the rise of Hitler, European Theater of Operations during WWII  Class reading includes <i>Band of Brothers</i> , by Stephen Ambrose, which follows Easy Company from its birth in Toccoa, GA to England, France, Holland, Belgium, and Germany through to the end of the war in 1945.
<b>U. S. History In Film</b>	45.0812001	0.5	9-12	None	The production, distribution, exhibition, and audience and critic viewings of fictional films will be investigated to fully evaluate their roles as historical evidence. A major goal of this course is determining what is valid in contemporary films and historical dramas and what these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created. Students in this course will 1) view movies on various topics, 2) participate in inner/outer Socratic seminar discussions, and 3) write essays comparing film evidence to information in more traditional sources, such as articles, textbooks, and critical commentaries.

<b>World History</b>	45.0830000	1.0	10	None	Prehistoric culture, ancient civilizations, classical civilizations, the medieval world, the Age of Exploration, Enlightenment, French Revolution, decline of colonial empires in America, Industrial Revolution, nationalism and imperialism, totalitarianism, WWI, WWII, and the modern world
<b>AP World History</b>	45.0811010	1.0	10	See FCS placement guidelines	The evolution of global processes and contacts in interaction with different types of human societies; the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies
<b>U. S. History</b>	45.0810000	1.0	11	None	Colonization, the revolutionary and colonial eras, manifest destiny, Civil War and reconstruction, urbanization and Industrialism, progressive era, imperialism, WWI & WWII, The Cold War, Vietnam, and the Decades of 1950 – 2000
<b>AP U.S. History</b>	45.0820010	1.0	11	See FCS placement guidelines	Multicultural heritage, Colonial period, American Revolution, Jacksonian Democracy and sectionalism, Civil War and Reconstruction, Triumph of the American Nation, Gilded Age, Progressivism and immigration, Great Depression and New Deal, Labor movement, Civil Rights and women’s movement, World Wars I and II, Cold War, and New World Order
<b>American Government &amp; Civics</b>	45.0570005	0.5	12	None	Political philosophies that influenced the foundations of U.S. government and why countries develop different forms of government globally; U.S. constitutional principles and the branches of government; and factors influencing the political process. Students will construct and evaluate arguments, use documents and other primary source data to analyze point of view and understand and interpret information, and write document-based and comparative analysis essays
<b>Economics</b>	45.0610001	0.5	12	None	Supply and demand, market forces, money, banking and capital, organization of natural resources, the national economy and global interdependence
<b>AP Micro Economics (1<sup>st</sup> Semester Only)</b>	45.0630011	0.5	12	See FCS placement guidelines	Basic economic concepts; introduction to international economics; introduction to macroeconomics; in-depth study of the nature and functions of product markets (consumer behavior, market costs), Theory of the firm (optimal production and pricing) and Resource Markets (wages and profits)
<b>AP Macro Economics (2<sup>nd</sup> Semester Only)</b>	45.0620011	0.5	12		In-depth study of national economies including creation of money by commercial banks, measurements of growth, unemployment, inflation, fiscal & monetary policy, and aggregate supply and demand
Note: Students must sign up for BOTH semester-long courses.					NOTE: This <u>year-long</u> course combines AP Micro with AP Macro, fulfilling the Economics graduation requirement. The End-Of-Course-Test is administered at the end of the course.
<b>AP Macro Economics (2<sup>nd</sup> Semester Only)</b>	45.0620011	0.5	12	See FCS placement guidelines	Basic economic concepts; introduction to international economics; introduction to microeconomics; in-depth study of national economies including creation of money by commercial banks, measurements of growth, unemployment, inflation, fiscal & monetary policy, and aggregate supply and demand
<b>AP U.S. Gov. &amp; Politics</b>	45.0520011	0.5	12	85+ average in previous AP Social	A <u>year-long</u> class that fulfills the requirements for <u>both the U.S. and Comparative Government AP exams</u> . Countries studied

<p><b>AP Comparative Gov. &amp; Politics</b></p> <p>Note: Students must sign up for BOTH semester-long courses.</p>	45.0530011	0.5	12	<p>Studies course</p> <p>90+ average in previous on-level Social Studies course</p> <p>Teacher Recommendation or AP Application</p>	<p>include: the United States, Great Britain, Russia, China, Mexico, Iran, and Nigeria. Topics include: elections, political parties, policy-making, government institutions (such as the Presidency, the legislature, and the courts), civil liberties, and globalization.</p>
<p><b>AP Comparative Gov. &amp; Politics</b></p> <p>Note: This semester course is only open to those students who have already earned credit for AP Govt - US/Politics as 9<sup>th</sup> graders</p>	45.0530011	0.5	12	<p>Completion of AP Gov't/Politics</p>	<p>Countries studied include: the United States, Great Britain, Russia, China, Mexico, Iran, and Nigeria. Topics include: elections, political parties, policy-making, government institutions (such as the Presidency, the legislature, and the courts), civil liberties, and globalization.</p>
<p><b>AP Psychology</b></p>	45.0160010	1.0	12	<p>85+ average in previous AP Social Studies course</p> <p>90+ average in previous on-level Social Studies course</p> <p>Teacher Recommendation</p>	<p>Development, behavior, personality, sensation, perception, learning, cognition, motivations, emotions, testing, abnormalities</p>

## TALENTED AND GIFTED (TAG)

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>Directed Study</b>	70.2320001 (semester 1)	0.5	9-12	Approval of TAG teacher	Directed Studies may be taken in all academic areas. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements for assessment for an in-depth study of the student's topic of interest.
<b>Directed Study</b>	70.2320002 (semester 2)	0.5	9-12	<b>Students must have a signed Directed Study approval form. Please obtain the form from the TAG Office.</b>	
<b>Gifted Career Internship</b>	70.2210001 (semester 1)	0.5	11-12	Approval of TAG teacher	Students are matched with professionals in a student-selected field that they are considering for a career. They have an opportunity to apply classroom learning in an active workplace while gaining experience and insight about the professional world. Students will leave the school for one or two periods a day. The Internship will count as either one or two of their regular elective courses during the semester.
<b>Gifted Career Internship</b>	70.2210002 (semester 2)	0.5	11-12	TAG Seminar "Inside Link to the Outside World"	

## WORLD LANGUAGES

Course Title	Course #	Credit	Grade(s)	Prerequisite(s)	Major Topics
<b>French 1</b>	60.0110000	1.0	9-12	None	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture
<b>French 2</b>	60.0120000	1.0	9-12	French 1	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations
<b>French 2 Honors</b>	60.0120040	1.0	9-12	See FCS placement guidelines	In-depth study of all topics in French 2 with more emphasis on listening and speaking proficiency and additional supplemental reading and writing
<b>French 3</b>	60.0130000	1.0	10-12	French 2	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature
<b>French 3 Honors</b>	60.0130040	1.0	10-12	See FCS placement guidelines	In-depth study of all topics in French III; social situations, foreign travel, opinions and feelings, aesthetic pursuits
<b>French 4 Honors</b>	60.0140040	1.0	11-12	See FCS placement guidelines	Pre-AP course emphasizing listening comprehension, speaking proficiency, vocabulary development and writing skills
<b>French 5 Honors</b>	60.0150041	0.5	12	See FCS placement guidelines	1 <sup>st</sup> semester course of French culture and civilization, with a concentration on art and literature
<b>French 5 Honors</b>	60.0150042	0.5	12	See FCS placement guidelines	2 <sup>nd</sup> semester course of French culture and civilization, with a concentration film and conversation
<b>AP French Language</b>	60.0170010	1.0	12	See FCS placement guidelines	College level course. Study of the contemporary and historical francophone world based on 6 Global Themes. Students integrate language, content, and culture to develop speaking, listening, reading and writing communication skills. Entire class is in French
<b>Spanish 1</b>	60.0710000	1.0	9-12	None	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography
<b>Spanish 2</b>	60.0720000	1.0	9-12	Spanish I	Greetings and introductions, conversational starters, shopping, food/meals, celebrations, house and neighborhood, beach activities, weather, school, leisure time, travel, and Spanish culture
<b>Spanish 2 Honors</b>	60.0720040	1.0	9-12	See FCS placement guidelines	In-depth study of all topics in Spanish 2 with more emphasis on listening and speaking proficiency and additional supplemental reading and writing
<b>Spanish 3</b>	60.0730000	1.0	10-12	Spanish 2	Vacations and hobbies, health and diet, urban life and culture/music, geography and politics/citizenship, clothing and celebrations, occupations, job search/interviews, trade and industry of Latin America, and Spanish culture
<b>Spanish 3 Honors</b>	60.0730040	1.0	10-12	See FCS placement guidelines	In-depth study of all topics in Spanish 3 with emphasis on listening and speaking proficiency and additional supplemental reading selections

<b>Spanish 4</b>	60.0740000	1.0	11-12	Spanish 3	Listening, speaking, and writing skills developed through contemporary cultural and conversational dialogues, skits, presentations, and discussions
<b>Spanish 4 Honors</b>	60.0740040	1.0	11-12	See FCS placement guidelines	Pre-AP course emphasizing listening comprehension, speaking proficiency, vocabulary development and writing skills
<b>Spanish 5 Honors</b>	60.0750041	0.5	12	See FCS placement guidelines	1 <sup>st</sup> semester course of Spanish culture and civilization, with a concentration on art and literature
<b>Spanish 5 Honors</b>	60.0750042	0.5	12	See FCS placement guidelines	2 <sup>nd</sup> semester course of Spanish culture and civilization, with a concentration on film and conversation
<b>AP Spanish Language</b>	60.0770010	1.0	12	See FCS placement guidelines	College level course. Study of the Spanish speaking world based on six global themes. Students integrate language, content, and culture to develop speaking, listening, reading, and writing communication skills. Entire class is in Spanish.
<b>Latin I</b>	61.0410000	1.0	9-12	None	Latin pronunciation, vocabulary and derivatives; basic grammar, reading, mythology; Roman history, culture, and art; Pompeii; Alexandria; Roman Britain
<b>Latin 2</b>	61.0420000	1.0	10-12	Latin I	Further study of pronunciation, vocabulary, derivatives; Latin grammar, reading, mythology; Roman history and culture – Roman Britain, Roman military, building and engineering, entertainment, society, the city of Rome, the Roman forum
<b>Latin 2 Honors</b>	61.0420040	1.0	10-12	See FCS placement guidelines	In-depth study of all topics in Latin 2; in addition, translation of material from original Roman authors and recitation of notable Latin sayings
<b>Latin 3 Honors</b>	61.0430040	1.0	11-12	See FCS placement guidelines	In-depth study of literary genres and themes in Latin literature including Roman history, politics, religion, drama and mythology; more complex Latin grammar structures and vocabulary
<b>AP Caesar/Vergil (Latin)</b>	61.0470010	1.0	12	See FCS placement guidelines	College level course. In-depth study of the Aeneid of Vergil and Caesar's Gallic Wars, Latin meter and literary devices, sight-reading from other genres in Roman literature, analysis of Latin texts to study Roman history and culture, higher level grammatical concepts
<b>Japanese 1</b>	62.0310000	1.0	9-12	None	Introduction to writing system, greetings, numbers, geography, history
<b>Japanese 2</b>	62.0320000	1.0	9-12	Japanese 1	Social customs, occupations, pronunciation, holidays and festivals
<b>Japanese 2 Honors</b>	62.0320040	1.0	9-12	See FCS placement guidelines	In-depth study of all topics in Japanese 2 with greater emphasis on Kanji writing system
<b>Japanese 3</b>	62.0330000	1.0	10-12	Japanese 2	Current events, government, hobbies, personal events
<b>Japanese 3 Honors</b>	62.0330040	1.0	10-12	See FCS placement guidelines	In-depth study of all topics in Japanese 3 with heavy emphasis on Kanji writing system
<b>Japanese 4 Honors</b>	62.0340040	1.0	11-12	See FCS placement guidelines	Additional Kanji, Japanese culture
<b>Japanese 5 Honors</b>	62.0350040	1.0	12	See FCS placement	Additional Kanji, Japanese culture

				guidelines	
<b>German 1</b>	61.0110000	1.0	9-12	None	Introduction to German sound system, familiar words/phrases, greetings, family, numbers/dates, foods and leisure time activities
<b>German 2</b>	61.0120000	1.0	9-12	German 1	School and daily routines, clothing, travel, shopping, weather, transportation, holidays and vacation.
<b>German 2 Honors</b>	61.0120040	1.0	9-12	See FCS placement guidelines	In depth study of topics of German 2 with greater emphasis on listening, speaking and writing proficiency, including supplemental and enrichment activities.
<b>German 3</b>	61.0130000	1.0	10-12	German 2	Health, fitness, leisure, relationships, goals and expectations, future plans and travel.
<b>German 3 Honors</b>	61.0130040	1.0	10-12	See FCS placement guidelines	A more in-depth study of topics of German 3 with more emphasis on listening, speaking and writing proficiency..
<b>German 4</b>	61.0140000	1.0	11-12	German 3	Listening, speaking, and writing skills developed through cultural topics and conversational dialogues, projects, presentations, and discussions.
<b>German 4 Honors</b>	61.0140040	1.0	11-12	See FCS placement guidelines	A more in-depth study of topics of German 4 with greater enrichment in reading and writing skills.